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ABSTRACT

A study in the fall of 1988 investigated counselors' attitudes toward home economics. The sample consisted of 80 counselors, a 48 percent return from all counselors in Delaware's secondary schools with home economics programs. A mailed questionnaire included demographic items and twenty-three 4-point Likert-type attitude items. Data analyses indicated no significant differences in attitude responses by counselors' sex, age, years of service, educational level, work experience, type of school, or size of school. Differences were found when looking at the variable of the counselors' undergraduate degrees. Those with a physical education specialty had the most positive mean attitude score, whereas those with a math specialty had the least positive mean attitude score. There was an overall positive attitude of counselors toward home economics education. The counselors were very favorable toward the purpose and worth of home economics, but less favorable toward the image of home economics education. The counselors agreed strongly that both courses, and that home economics should be part of the total courses and that home economics should be part of the total educational program. (24 references) (CML)

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DELAWARE SECONDARY GUIDANCE COUNSELORS' ATTITUDES TOWARD HOME ECONOMICS EDUCATION

By

Nancy L. Smith

A thesis submitted to the faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Masters of Science in Vocational Studies

December, 1989

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Approved: _____
Hester R.Stewart, Ph.D
Professor in charge of thesis

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ABSTRACT

The study, "Delaware Secondary Guidance Counselors' Attitudes Toward Home Economics Education," investigated counselors' attitudes based on variables associated with counselors and their schools. The variables considered were: type of counselor, sex, age, educational level, years as a counselor, degree specialty, type and size of school.

All secondary counselors in Delaware schools which have home economics programs were surveyed. The sample consisted of 80 counselors or a 48% return. The instrument contained two parts: Part I a demographic survey and Part II the questionnaire consisting of 23 questions. The statistical treatment of the data included evaluating each variable by analysis of variance (ANOVA) to determine whether there were significant differences in the attitudes of counselors toward home economics education.

The data revealed there were no significant differences among the groups by variables studied at the .05 level of significance with one noted exception. A significant difference did exist between the various degree specialties held by counselors.

There was an overall positive attitude of counselors toward home economics education. The counselors were very favorable toward the purpose and worth of home economics, but less favorable toward the image of home economics education.

Chapter One

INTRODUCTION

Home economics programs have been a part of the secondary educational system since the early 1900s. Funded by the federal government beginning with the Smith-Hughes Act of 1917, home economics has been considered a major vocational program area. In addition, the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936 and the George-Barden Act of 1946 provided increased funds for vocational education and particularly to home economics and agricultural programs. (Roberts 1971) The Vocational Education Amendments of 1963 and 1968 focused on increased funding and a new approach to vocational education by referring to gainful employment and occupational skills. These amendments gave home

economics teachers in the public school the impetus to develop specific courses focused on an occupational skill while at the same time maintaining the Consumer and Homemaking program. (American Vocational Association 1977)

In 1970 Delaware passed House Bill 509 which further supported vocational programs including two program areas in home economics. The Consumer and Homemaking program includes all content areas in home economics such as clothing and textiles, consumer education, child development and family living, and food and nutrition. The Occupational Home Economics program includes training for paid employment, such as child care or retail merchandising of fashion and clothing.

School counselors and others may have a major impact in helping students to make course selections. Many may not be encouraging participation in vocational programs due to their attitudes about home economics and its value. Several researchers have studied guidance counselors attitudes toward vocational education. (McGhee and Bender 1975; Omvig 1973; Pryor 1983; Sheperd 1977; Barnett 1984; and Williams 1963)

Research shows that counselors influence students in choice concerning elective courses such as home economics. Students have ample opportunities to select elective courses in Delaware. A minimum of nineteen credits is the minimum number needed for graduation. (State Department of Public Instruction 1987 update, section B) The maximum number of credits for graduation is twenty-eight. Twelve and one-half credits must be accumulated in required courses with remaining six and one half credits to be elected. Students may choose electives, such as home economics to complete their graduation requirements.

Need and Importance

Research has been done in the area of attitudes toward vocational education for: agriculture (McGhee 1975); homemaking (Frost 1977); and vocational education in general (Omvig 1973; Shepherd 1977). Attitudes of principals (Barnett 1984), and a comparison of attitudes among various groups of educators (Gardner 1972; Renton 1976; Pryor 1983) have also been studied.

A review of the literature reveals that little research has been done in the state of Delaware on attitudes toward home economics education. This study

is designed to contribute to the existing material regarding attitudes of secondary school guidance counselors toward home economics education.

Home economics and other vocational program areas are considered appropriate for many students. The Governor's Task Force on Vocational Education (1986) reported that the student enrollment in high school is at a plateau and that by 1990 enrollment will start upward. If barriers are removed and vocational programs are made available, the student demand for vocational programs will likely increase. The Task Force also stated that most new jobs will not require college degrees and that approximately half of Delaware graduates will not go on to college.

The Task Force made several recommendations. One recommendation was the elimination of the general or non-academic track. The report stated that,

> most general students would be better off if they were in voc-ed programs with clearer, more measurable goals. (The Governor's Task Force on Vocational Education 1986, p. 36)

The importance of the guidance counselors' roles has also been noted by the Governor's Task Force on Vocational Education.

> There is a strong need for more and better counseling. .....
> There are not enough counselors, and few of them have enough background on vocational education or the career options it can provide. (Governor's Task Force on Vocational Education in Delaware 1986, p. 12)

The report also noted the lack of informative and timely counseling. The weakest counseling efforts appear to be at the 8th and 9th grade levels. Students are asked to make choices with little background information to help them. Counselors who were interviewed by the Task Force felt they were better able to advise the college bound student than the vocational student in making program choices.

Student choice in course selection is guided in part by the counselor. The Delaware State Department of Public Instruction believes the following:

> Counseling at the secondary level is concerned with the developmental needs of all early adolescents and adolescents within the school. Specifically, we may identify the role as one of extending the elementary program by assisting students with realistic goal-setting, choice-making, and career planning. Opportunities are provided which

> enable the students to become more aware of the benefits of and education in their future lives. (State Department of Public Instruction 1987 p. 8).

Importance of Home Economics Education

With all the changes in society and the family unit home economics education has become an important field of study at all levels in the educational system . Cross (1980) stated that all individuals are homemakers most of their lives. Socio-economic factors have changed the role of homemaker to include single persons maintaining a home, two or more unmarried persons sharing a home, and husbands and wives equally sharing homemaking responsibilities. Since over one-half the adult women are in the work force, the need for education to help both men and women with child rearing and family responsibilities in the home has become greater. (American Home Economics Association 1987)

As society changes so does the complexity of the homemaking role and tasks. Home economics education is needed to develop skills in these tasks. The American Home Economics Association in the 1987 year book summarized Kenneth Boulding's statement.

> .... one of the greatest weaknesses in our social structure is the household decision maker's lack of skill. In traditional homes the skills were passed down from one generation to the next but not so today. Boulding recommends a high priority for household education. (American Home Economics Association 1987, p.166)

Cross (1980) stated that,

> homemaking is increasingly accepted as an occupation because of growing public awareness that both men and women are homemakers, and that homemaking requires special skills. (p.38)

Hughes (1980), on speaking of the uniqueness of consumer and homemaking education, reported that even though the relationship of paid employment and homemaking education is indirect, research can link the quality of home life to an individual's productivity. The problem exists that there is no way to assess homemaking educational knowledge because there are no paid employees in the home.

The American Home Economics Association (1987) reported the following:

> The family, or household, is a major institution of society for socializing the young. In addition to its educative and protective function, the family system interacts with other major institutions of society. If the system does not function

> then other systems such as formal education and the business society will break down. (p.166-67)

Consumer and homemaking education--a vocational program--is the only subject area offered by the schools that focuses entirely on the purpose of assisting consumers and improving the home environment and the quality of life (AHEA 1987). Home economics education as indicated is considered important in the educational system and must be considered for its significance and value in our society.

Counselor's Role

The counselor's role is a very dominant part of the student's life at school. Delaware's Guidance Handbook (State Department of Public Instruction, 1980) stated that secondary guidance counselors are concerned with the developmental needs of adolescents. Counselors must assist students with realistic goal-setting, choice-making, and career planning, plus provide opportunities for students to become more aware of the future benefits that a good education can provide.

Shepherd's study (1977) stated that,

> .... guidance counselors were less available to vocational students than to others, were better informed about and overly oriented

> toward college preparatory work, and tended to direct minority group members toward traditional minority occupations. (p.17)

Omvig (1973), in his study of counselors' attitudes toward college preparatory education and vocational education, found that counselors displayed a positive attitude toward vocational education but still felt college preparatory education was more successful.

One of the recommendations of Delaware's Governor's Task Force On Vocational Education (1986) was to expand vocational counseling and career guidance services. The Task Force suggested the following:

> The number of trained counselors should be increased with special emphasis on help for students in the 8th and 9th grades. There should be more summer institute training programs, and internships to strengthen areas and non-traditional careers. (The Governor's Task Force on Vocational Education 1987, p.33)

The Delaware Guidance Program handbook (State Department of Public Instruction 1987) stated that a junior high counselor should help the student to begin to explore some career and vocational options so the student can make realistic choices in furthering his/her educational goals through wise course selections in high school years.

Statement of the Problem

The overall problem of this study was how counselors' attitudes, which can impact on student selection in the educational choice of electives, can be determined and analyzed. There has been a noticed difference of attitudes by comparing age, sex, work experience, years as a counselor, educational level, degree specialty, type of school, and size of school and this study considered these as well.

Purpose of the Study

The primary purpose of this study was to identify and compare the attitudes of secondary guidance counselors in Delaware toward home economics educational programs; and to determine if there is any relationship between background characteristics and attitude of guidance counselors toward home economics.

Research Questions

The following research questions served as a basis for data collection and analysis.

1. What are the attitudes of Delaware secondary guidance counselors toward home economics?
2. Do the attitudes of Delaware secondary guidance counselors toward Home Economics vary

significantly by:

1. Sex
2. Age
3. Years as a counselor
4. Educational level
5. Degree specialty
6. Work experience
7. Type of school
8. Size of school

Definition of Terms

Attitude:

A disposition or manner with regard to a person or thing.

Comprehensive Junior and Senior High Schools:

Those containing grades 7-12 that have academic and vocational programs. (Governor's Task Force 1986)

Vocational-Technical High Schools:

Those containing grades 9-12 that have vocational programs not provided in home schools. These schools can be shared or full time. (Governor's Task Force 1986)

Secondary School Counselors:

Certified persons, grade 7-12, who possess specific skills, techniques, and knowledge in assisting students

with realistic goal-setting, choice-making and career planning. (State Department of Public Instruction 1980)

Home Economics Program:

Those consumer and homemaking and occupational home economics programs grades 7-12 and taught by a certified home economics teacher. (Delaware General Assembly 1970)

Career Guidance and Placement Counselors:

Certified persons, grade 7-12, who provide specialized vocational guidance services by assuring students are counseled about vocational programs, assisting in job placement upon graduation, completing follow up studies of each graduating class, and serving as a liasion with the employment community and vocational advisory committee. (State Department of Public Instruction 1987)

Limitations

The following limitations are part of this study:

1. Only counselors in secondary public schools in the state of Delaware that had home economics programs comprised the sample used to obtain data.
2. Data collected for this study was only that which was obtained from a mailed survey.

Chapter Two

REVIEW OF RELATED LITERATURE

This chapter includes a review of selected literature as it pertains to home economics education and to related research in this area.

Related Research

There have been few recent studies that examine secondary guidance counselors' attitudes toward home economics education, but several studies have been directed toward vocational-agriculture programs or toward vocational education of which home economics has been included.

An old but interesting study, dealing directly with counselors' attitudes toward home economics, was conducted by Williams in 1963. This study preceded the two federal Vocational Education Amendments of 1963 and

1968 which changed the focus of vocational education and the importance of sex equity in programs. Williams identified background characteristics concerning the sex of the counselor and the type of school district the counselor served. The study revealed that the majority of counselors perceived the quality of teaching to be highly satisfactory. Seventy-seven percent of counselors said they would encourage students of below-average learning ability to enroll in home economics. Eighty percent said they would not attempt to guide above-average students away from home economics if students were interested; however, the counselors would encourage the above-average student to prepare more for college entrance. Therefore the student would not have time for home economics classes. Seventy-five percent of counselors in village and local areas were in favor of job training being included in home economics education whereas only forty-six percent of counselors in city areas were in favor of job training being included in home economics education. Eighty percent of the women counselors were favorable toward the addition of job training whereas only 50% of the male counselors were in favor of the training.

McGhee and Bender (1975) found that administrators, principals, and guidance counselors had favorable attitudes toward Vocational Agriculture. Among the group of administrators, principals and counselors whose mean scores were analysed, the scores of the principals and counselors were found to be nearly the same. Thus, this study showed the similarity of counselors' and principals' attitudes. Counselors previously enrolled in vocational agriculture in high school and those counselors certified in physical science or foreign languages had more favorable attitudes toward vocational agriculture than counselors not enrolled or certified in other areas.

Shepherd (1977) reported that there was a significant difference in the attitude of the counselors when she compared them by the type of school they served. Counselors' attitudes in joint vocational schools measured significantly higher than counselors not served by joint schools or by counselors from metropolitan areas. The counselor's age indicated no significant difference, yet the group classified as less than 30 years was more positive in career satisfactoriness than the group over 50 years old. The group over 50 years old ranked more positively on the

attitude toward preparation for work than the other groups. In the category of work experience, counselors who had blue-collar work experience or had been self-employed had a significantly more favorable attitude toward satisfactoriness of vocational education than other job experiences. Counselors' attitudes analyzed by the type of work experience, i.e., white-collar, blue-collar, military, agriculture, self-employed, and service work, indicated no significant difference toward the special value of vocational education. Counselor's most recent work experience outside of education showed no significant difference in their attitudes assessment. Counselors who did have 1-2 years' experience outside of education prior to the study were slightly more positive toward vocational education. The years of experience as a counselor were not significant although the counselor with less experience had a more favorable attitude than the counselor with 10 years or more.

As noted by Shepherd (1977), no significant difference was found in regard to counselors' teaching subject specialty on the factors of career satisfactoriness, or preparation for work; however, only counselors with a business education specialty had the

least favorable attitude. The number of credit hours of vocational education taken by the counselors did not affect attitudes toward vocational education; however, the counselors with 10-20 hours of vocational education credits had a more favorable attitude than those counselors with fewer hours. The last category included counselors who had been enrolled in vocational education programs in high school. No indication of a difference of those who had been enrolled or who had not been enrolled was indicated. Those enrolled in high school vocational education programs were more favorable on career satisfactoriness and preparation for work, while on special value, the non-enrolled were more favorable toward vocational education.

Pryor (1983) grouped his counselors with administrators since there were so few counselors. He found there was no significant difference between the administrators and the teachers on any question in the study. The sex of participants did show a significant difference in one question concerning whether communities should provide a wider variety of vocational programs to fit the ability of most non-college preparatory students. More females agreed to this statement with a 2 to 1 ratio. A significant difference

was found when age groups--35 years or less vs. 35 years or more and 45 years or less vs. 45 years or more--were compared. The groups of 35 years or more and 45 years or more were significantly more favorable on encouraging vocational education among high school students. These groups felt that vocational education was not overrated and that more curriculum be devoted to vocational education. Participants who had vocational courses in high school displayed a significant difference compared to those not having any courses in high school. The comparison of levels of educational degrees was significant on two questions. Those that held bachelor's degrees or less were more favorably impressed with vocational education programs and favored expanding them than did those with higher degrees. One question was significant with administrators and counselors vs. teachers when their recent time of previous job experience was compared. Administrators and counselors were more favorable toward helping develop the best vocational education program for the community. Time in position showed a significant difference on several questions. Participants with six or more years were more impressed with graduates of vocational education

programs than participants with less than six years experience.

Although Barnett's 1984 study dealt with principals not counselors, McGhee and Bender (1975) found that principals' and counselors' attitudes were very similar; therefore, Barnett's 1984 findings are reported. She found that there was no significant difference in the principal's age and his/her attitude toward vocational education yet the older principal, 50-59 years old, was more positive. The degree held by principals had no significant influence; however, those having a master's degree were more favorable than those having a doctorate. The years in education proved not to be significant, although principals with 13-19 years did appear more positive in their attitudes than the other groups. Prior educational assignments showed no significant difference, but principals with a vocational counseling background were more favorable than those not in counseling. Whether vocational education was taken in high school or not showed no difference at all.

As noted by Barnett (1984), the number of years in his/her present administrative position, categorized in five year intervals, demonstrated no significant

difference. In the category of number of years in present administrative position, the 11-15 years group was the most favorable, while the 15 plus years group was the least favorable. The size of the school and the number of vocational programs in the high school displayed no significant difference; however, the larger school size and the schools having 4-6 programs were the most favorable toward vocational education.

As noted, the counselor's influence in a student's choice of programs and course selection such as in home economics education is crucial. The literature indicates that various factors can affect attitudes toward vocational education. Among these are age, sex, educational degree, size of school, years in education and certification area.

The research by Williams (1963), Omvig (1973), McGhee and Bender (1975), Shepherd (1977), Pryor (1983), and Barnett (1984) revealed that the counselors' attitudes toward vocational education had an effect on their role of assisting students in their selection of elective courses. The relationship between the counselor's role and the student's choice in educational

programs must be studied and evaluated as these researchers noted.

Chapter Three

METHODS AND PROCEDURES

The purpose of this study was to identify and compare the attitudes of guidance counselors toward home economics education. Factors considered were position, sex, age, years as a counselor, educational level, degree specialization, type and size of school in which the counselor was employed and prior work experience.

Data were gathered by surveying counselors in Delaware public secondary schools through the use of a questionnaire and a demographic data sheet.

Population

The particular sample in this study represented the total population of the Delaware secondary counselors whose schools offer home economics education programs.

Public secondary school counselors and career guidance and placement counselors were surveyed. One hundred and sixty-six (166) counselors met the stated criteria. Of that group, 80 counselors (48%) returned the survey.

Design and Instrumentation

Instruments used in a study by Barnett (1984) and Pryor (1983) were adapted for this study. (Appendix A) The instrument used in this study consisted of two parts. Part I, a demographic data sheet, asked questions on the individual's position, sex, age, years as a counselor, educational level, degree of specialization, work experience, type of school, and size of school. Part II, a questionnaire, combined questions from the Image of Vocational Education Scale (Pryor 1983) and questions used by Barnett (1984). Letters (Appendix B) were written to both Barnett and Pryor requesting their permission to adapt their survey.

The instrument in this study used a Likert-type scale for responses ranging from "strongly agree" to "strongly disagree." Of the twenty-three statements used fourteen were positive and nine were negative toward home economics. Both types of statements were used to eliminate bias. To permit statistical analyses,

each response was assigned a numerical value. Depending upon the positive or negative phrasing of the question the value assigned to "strongly agree" was either a 4 (positive) or a 1 (negative). The numerical order was assigned as follows:

Positive Statement	Negative Statement
4 - strongly agree	1 - strongly agree
3 - agree	2 - agree
2 - disagree	3 - disagree
1 - strongly disagree	4 - strongly disagree

Group responses of 2.5 or above to statements were accepted as favorable attitudes of counselors, while group responses of 2.49 or less to statements were accepted as unfavorable attitudes of counselors toward home economics education.

The questionnaire was reviewed by a panel of specialists in several areas of education. Those specialists were the following:

Mrs. Ann Smith, Teacher Educator, Delaware State College, Department of Home Economics.

Mr. Clifton Hutton, State Supervisor, Department of Public Instruction, State of Delaware, Guidance Department.

Mr. Gary Wray, Curriculum Supervisor, Cape Henlopen School District, Secondary Curriculum Person.

Revisions were made as this group suggested and as they were feasible to the study.

Procedures

The following steps were used in collecting and analyzing data:

1. Names of the counselors were secured from the Delaware Department of Public Instruction and cross referenced to the schools offering home economics education programs.
2. A letter was sent to all Delaware chief school officers (Appendix C) to request that counselors be informed of the survey and encouraged to complete the survey.
3. Instruments with a cover letter requesting participation and stating the importance and anonymity of the study were mailed to each counselor. A stamped, self-addressed envelope accompanied each questionnaire to facilitate the return of the survey. Follow up letters were sent to counselors to encourage a greater

response.

4. Subject anonymity was assured by not requesting names when the instruments were returned.
5. A Human Subjects clearance form was completed and approved.

Data Analysis

Data were tabulated and analyzed using the APP STATS (a statistical package for Apple IIe computers copyrighted by StatSoft Inc., 1986, Tulsa, Oklahoma) for the analysis of variance. Differences were tested for significance at the .05 level. Demographic data were compiled, analyzed and presented in tabular form comparing the attitudes of counselors in the various categories (i.e., sex, age).

Data were analyzed to solicit the following information:

1. A comparison of the counselors' responses in relation to groups of variables (i.e., sex, age).
2. Implications for enhancing attitudes of counselors toward home economics education.

For ease of reporting, this researcher classified the statements into four categories; the worth, the

image, the purpose of home economics education, and the need for public relations in home economics education. The following statements are divided into the positive and negative groups with their corresponding number and classification. The positive statements are:

Number	Classification*	Statement
1	W	My school should encourage above average students to enter a home economics educational program.
3	PR	I should like to see the values of home economics education made known to more parents than is now the case.
7	W	I should like to see home economics education encouraged more among high school students.
8	I	Most public schools do not provide home economics educational programs early enough.
11	W	Home economics programs should reinforce learning by affording opportunities for practical application of principles in the various disciplines.
12	W	Home economics education should be an integral part of the total program of education and should be in tune with current times and conditions.

13	P,W	Home economics teachers are involved and interested in the development of the total student.
14	P	The home economics programs should provide good preparation for more advanced technical training.
15	W	For many of my school students preparation for earning a living can be achieved by enrolling in a home economics educational program.
18	P,W	Home economics programs assist in development of leadership abilities needed to fulfill occupational, social, and civic responsibilities.
19	P	Facilities, equipment, and conditions under which home economics instruction is given should duplicate, as nearly as possible, the state-of-the-art in the occupation itself.
20	W	Students planning to pursue a baccalaureate degree in a selected field of home economics, i.e., retailing, child care, fashion, food service, would be better prepared by enrolling in a home economics program.
22	W	Both boys and girls should be encouraged to enroll in home economics programs.

23	W	Home economics education should be an integral part of each student's total curriculum.

W = Worth
I = Image
PR = Public Relations
P = Purpose

The negative statements are:

Number	Classification	Statement
2	P	Home economics education does not make enough students useful members of society to justify its cost.
4	W	I do not think home economics education in my school is as necessary for students as are other worthwhile programs.
5	I	Most students who take home economics education in my school lack too many other scholastic skills.
6	I	Home economics education in my school is highly overrated.
9	W	I favor reducing home economics educational programs when available school funds are in short supply.
10	P,I	Home economics programs provide instruction primarily for students unable to progress in college-prep programs in my school.
16	I	Home economics educational courses have less prestige than most of the electives offered in our school.

17	W	Academic counselors should steer the academically able student away from home economics programs.
21	I	Students enrolled in our home economics programs have lower social prestige (in the eyes of their peers, teachers, and administrative staff) than those students who are enrolled in college-prep courses.

W = Worth
I = Image

PR = Public Relations
P = Purpose

Chapter Four

FINDINGS

The purpose of this study was to identify and compare the attitudes of Delaware secondary guidance counselors toward home economics education. In this chapter the analysis of data findings are presented to answer each research question in the study.

A profile of the counselors is presented in Table 1 on the following page. The table reports the number of counselors and the percent responding in each group of the sample.

Research Questions and Related Information

Two major questions considered were: what are the attitudes of Delaware guidance counselors and do the attitudes vary significantly; and do the attitudes of Delaware secondary guidance counselors toward home

economics vary significantly by sex, age, years as counselor, educational level, degree specialty, work experience, type of school and size of school.

Table 1. A Summary of the Profile of the Counselors.
N = 80

Group	Number	%	Group	Number	%
Title			Sex		
guidance	65	79	female	34	43
career	17	21	male	44	55
			missing	2	2
Age			Years as Counselor		
21-25	-	-	0-5	11	13.8
26-30	-	-	6-10	12	15
31-35	4	5	11-15	19	23.8
36-40	16	20	16-20	17	21.3
41-45	15	19	21-25	10	12.3
over 46	45	56	26-30	10	12.3
			missing	1	1.5
Educational Level			Degree Specialty		
BS	1	1.5	Science	6	7
BS+15,30	5	6.1	English	10	11.7
MS	12	15	Agriculture	1	1
MS+15,30	24	30	Home Economics	1	1
MS+45,60	35	43.7	History	21	24.7
PHD	3	3.7	Math	3	3.5
			Physical Ed.	7	8.2
			Industrial Arts	1	1
			*Other	35	41.9
Size of School			Work Experience		
0-99	none		Yes	56	70
100-199	none		No	24	30
200-299	1	1.3	Type of School		
300-399	3	3.8	Middle/Jr. High	25	30.8
400-499	2	2.5	Senior High	49	60.5
500-749	28	35	Voc-tech	7	8.7
750-1,000	25	31.3			
over 1,000	21	26.1			

*Other specialty included Business, Psychology, Elementary Education, Guidance, Sociology, etc.

In considering the research questions, the tests for significance were applied at the probability level of .05. If the difference was significant (P>.05), than the means being compared were considered unequal.

Research Question 1

What are the attitudes of Delaware guidance counselors and do the attitudes vary significantly?

Table 2 presents the analysis of variance for the two groups of counselors. The mean score for all counselors was 2.99 which indicated positive attitudes toward home economics education. Delaware counselors are divided into two groups, career guidance and placement and secondary school counselors. Using the analysis of variance no significant difference was found between the two groups. Career counselors were found to have a more favorable attitude than the secondary school counselors with a mean score of 3.11.

Table 2. Summary of Analysis of Variance and Group Mean Attitude Score According to Counselors. N = 82*

Effect	SS	DF	MS
among	.315305002	1	.315305002
within	7.25722611	80	.0907153263

F = 3.4757633 P = .0625

Title	Number	Mean	SD
Career	17	3.11	.26397
Guidance	65	2.96	.310131

Group mean 2.99

*2 of the respondents were both career and guidance thus making the total 82.

Career counselors were more favorable to the statements of worth (refer to pages 27-30 in Chapter Three) numbered 12, 17, 20, and 22 and purpose number 19 of home economics education. They include: home economics as an integral part of the total education program in tune with current times (12), encouraging both boys and girls to enroll in home economics courses (22), encouraging all students to participate in home economics particularly the academic (17), encouraging those who wish to pursue a career related to home economics to enroll in home economics courses (20), and facilities, equipment, and instruction should be state-of-the-art for the occupation itself (19).

Table 3 indicates the tabulation of item analysis by positive and negative statements. Most positive statements were answered agree or strongly agree except question 8.

> Most public schools do not provide home economics educational programs early enough.

Most negative statements were answered disagree or strongly disagree except question 16, and 21.

> Home economics educational courses have less prestige than most of the electives offered in our school.
>
> Students enrolled in home economics programs have lower social prestige (in the eyes of their peers, teachers, and administrative staff) than those students who are enrolled in college-prep courses.

The average mean attitude score on worth statements (1, 4, 7, 9, 11, 12, 13, 15, 17, 18, 20, 22, and 23) was 3.09. The purpose statements (2, 10, 13, 14, 18, and 19) had a mean score 3.09. The image statements (5, 6, 8, 10, 16, and 21) had the lowest average mean attitude score of 2.7. Most counselors agreed that more public relations (3) should be done to make the value of home economics known to parents. All favorable groups analyzed indicated that both boys and girls (22) should be encouraged to enroll in home economics courses.

Table 3. Item Analysis for Positive and Negative Questions. N = 80

Positive Statements*

Statement #	SA	A	D	SD	Mean
1	10	56	11	2	2.93
3*	14	59	7	0	3.08
7	11	58	8	1	3.01
8	5	32	38	1	2.53
11	17	60	2	0	3.19
12	27	51	1	0	3.32
13	25	50	4	0	3.26
14	16	54	7	1	3.09
15	10	41	26	1	2.76
18	10	57	13	0	2.96
19	19	51	8	0	3.14
20	16	45	16	1	2.97
22*	32	48	0	0	3.40
23	21	47	11	1	3.10

Negative Statements*

Statement #	SA	A	D	SD	Mean
2	0	3	51	25	3.27
4	1	10	54	15	3.03
5	4	23	46	7	2.70
6	1	1	59	19	3.20
9	0	12	51	17	3.06
10	2	23	38	16	2.86
16	5	37	32	6	2.48
17	1	3	53	23	3.22
21	6	35	35	4	2.46

* Refer to page 27-30

Some statements were not answered.

The bold typed numbers are the most unfavorable statements.

* Indicates the number of the statement about which all favorable groups agreed.

Research Question 2

Do the attitudes of Delaware secondary guidance counselors toward home economics vary significantly by: Sex, Age, Years as Counselor, Educational Level, Degree Specialty, Work Experience, Type of School, and Size of School?

Sex. No significant difference was found between male and female counselors attitudes. Male counselors' with a mean attitude score of 3.0 showed a slightly more favorable attitude than female counselors with 2.99. Table 4 summarizes the analysis of variance and group mean attitude scores according to the sex of the counselor.

Table 4. Summary of Analysis of Variance and Group Mean Attitude Score According to the Counselor's Sex. N = 78*

Effect	SS	DF	MS
among	5.4673	1	5.4673
within	7.51466	76	.0989

F = .0553 P = .8003

Sex	Number	Mean	SD
Female	34	2.99	.3284
Male	44	3.00	.3033

Two counselors did not record their sex.

The male counselors were found to be very favorable on statements concerning worth (12, 13, and 22) and purpose (2, and 13) of home economics. Statements pertain to home economics being an integral part of the total program of education in tune with current times (12), encouraging for both boys and girls to enroll in the courses (22), home economics does make students useful members of society to justify its cost (2), and teachers are involved and interested in the development of the total student (13).

Age. Table 5 records the the analysis of variance and group mean attitude scores for counselors' ages. No significant difference was indicated between the different age groups and their attitudes. There were no respondents in the two lowest age groups. The age group of 31-35 with a mean score of 3.07 had a slightly more favorable score than the other groups toward home economics education.

Table 5. Summary of Analysis of Variance and Group Mean Attitude Score for Counselors' Ages. N = 80

Effect	SS	DF	MS
among	.14158	3	.04721
within	7.4133	76	.0975

F = .4838 P = .6986

Age	Number	Mean	SD
21-25	none		
26-30	none		
31-35*	4	3.07*	.1923
36-40	16	2.92	.3316
41-45	15	2.97	.3129
over 46	45	3.02	.312

* Indicates the most favorable age group.

The probable reason the two age groups were empty is the extra education needed to be certified as a guidance counselor in Delaware.

The 31-35 age group was very favorable toward home economics statements concerned with the worth (11, 12, and 22) and the purpose (2, and 19) of home economics. The statements are concerned with the reinforcement of learning by practical application of principles (11), the fact that home economics should be an integral part of the total educational program in tune with current times (12), that both boys and girls should be encouraged to enroll in the courses (22), home economics making students useful members of society to justify its cost (2), and facilities, equipment, and

conditions of instruction should be the new state-of-the-art for the occupation itself (19).

Years as a Counselor. No significant difference was revealed between the different groups of years as counselor and their attitude toward home economics education. The group of 16-20 years had the most positive mean attitude score of 3.14 toward home economics education as is noted in Table 6 which summarizes the analysis of variance and group mean attitude scores for years as a counselor.

Table 6. Summary of Analysis of Variance and Group Mean Attitude Score for Years as A Counselor. N = 79*

Effect	SS	DF	MS
among	.5441	5	.1088
within	7.0092	73	.0960

F = 1.1333 P = .3503

Years	Number	Mean	SD
0-5	11	3.04	.2810
6-10	12	2.91	.4792
11-15	19	2.91	.2483
16-20*	17	3.13*	.2710
21-25	10	3.01	.3306
26-30	10	2.95	.2173

* One respondent did not answer this question.

* Indicates the most favorable group.

The group of 16-20 years was more favorable on statements relating to the worth (12,13,and 22) and the purpose (2, 13) of home economics education. The attitude scores on these statements were 3.5 or higher. The statements dealt with home economics being an integral part of the total education program in tune with current times (12), encouraging both boys and girls to enroll in home economics courses (22), home economics does make students useful members of society to justify its cost (2), and teachers are involved and interested in the total development of the student (13).

Educational Level. Table 7 summarizes the analysis of variance and group mean attitude scores according to educational levels. No significant difference of attitudes was indicated between the varying educational levels. The group of BS+15,30 had the most favorable mean attitude score of 3.23. This group may have been career counselors since in Delaware secondary school counselors must have a master's degree.

Table 7. Summary of Analysis of Variance and Group Mean Attitude Score According to Educational Level. N = 79*

Effect	SS	DF	MS
among	.3539	4	.0885
within	7.2009	74	.0973

F = .98093 P = .4648

Educational Level	Number	Mean	SD
BS+15,30#	5	3.23#	.1133
MS	12	3.00	.2277
MS+15,30	24	2.94	.3013
MS+45,60	35	2.99	.3570
PHD	3	2.98	.2828

* There was one respondent at the BS level.

# Indicates the most favorable group.

The BS+15,30 group was very favorable (a 3.6 or higher mean attitude score) toward home economics education particularly on statements concerning the worth (13, 17, and 22) and the purpose (2 and 13) of home economics education. These statements related to teacher's involvement and interest in the development of the total student (13), the counselors should steer academic students away home economics courses (17), the encouraging of both boys and girls to enroll in home economics courses (22), home economics does make students useful members of society to justify its cost

(2), and teachers are involved and interested in the total development of the student (13).

Degree of Specialty. There was a significant difference disclosed in this group analysis. The program areas considered were Science, English, Agriculture, Home Economics, History, Math, Physical Education, Industrial Arts, and Other. The Physical Education specialty had the most positive mean attitude score of 3.13 and Math had the least positive mean attitude score of 2.47. This score is below the mean score of 2.49. Table 8 summarizes the analysis of variance and the group mean attitude scores according to degree specialties.

Table 8. Summary of Analysis of Variance and Group Mean Attitude Score According to Degree Specialty. N = 82*

Effect	SS	DF	MS
among	1.0684	5	.2137
within	5.8892	76	.0775

F = 2.7577 P = .0238*

Specialty	Number	Mean	SD
Science	6	3.11	.2823
English	10	2.94	.1560
History	21	2.97	.2772
Math	3	2.47	.3388
Physical Ed.	7*	3.13*	.4386
Other	35	2.98	.2657

* Three groups were not analyzed, Home Economics, Agriculture, and Industrial Arts because of only one respondent in these groups. Several respondents had double specialties.

* Indicates the most favorable group

The test statistic P = .0238 does not exceed .05. There is a significant difference between the attitudes of different degree specialties.

The Physical Education specialty was very favorable (a 3.4 mean attitude score or higher) on statements concerned with the worth (12, 17 and 22) of home economics education. These statements dealt with home economics being an integral part of the total education program in tune with current times (12), counselors not steering academic students away from

home economics courses (17), and encouraging both boys and girls to enroll in home economics courses (22).

Work Experience. Table 9 reports the analysis of variance and group mean attitude score according to work experience. No significant difference was indicated between those counselors having had work experience and those not having had any work experience in their attitudes toward home economics education. Those respondents answering yes, that they had work experience, had a slightly more positive mean attitude score of 3.0 than those answering no.

Table 9. Summary of Analysis of Variance and Group Mean Attitude Score According to Work Experience. N = 80

Effect	SS	DF	MS
among	4.6135	1	4.6135
within	7.5503	78	.0968

F = .0477 P = .8110

Work Exp.	Number	Mean	SD
Yes*	56	3.00	.3295
No	24	2.98	.2621

* Indicates the most favorable group

The group of counselors having had work experience were more favorable on two statements (12, and 22) pertaining to the worth of home economics.

These statements relate to home economics being an integral part of the total education program being in tune with current times (12), and encouraging both boys and girls to enroll in home economics courses (22).

Type of School. No significant difference of attitudes was revealed between the counselors working at the middle/junior, senior high, or vocational-technical schools in the analysis. The vocational-technical counselor had a more favorable mean attitude score of 3.14 as noted in Table 10 which summarizes the analysis of variance and group mean attitude scores according to type of schools.

Table 10. Summary of Analysis of Variance and Group Mean Attitude Score According to Type of School. N = 81*

Effect	SS	DF	MS
among	.3671	2	.1835
within	7.2036	78	.0924

F = 1.973 P = .1419

Type	Number	Mean	SD
Middle/Jr	25	3.05	.3264
Senior High	49	2.94	.2960
Voc-tech #	7	3.14#	.2712

* One respondent worked at a middle/jr school and a senior high.

# Indicates the most favorable group.

The vocational-technical counselors were very favorable (3.5 score) on statements concerned with purpose (19) and public relations (3) of home economics. The statements dealt with facilities, equipment, and instruction being state-of-the-art to the occupation itself (19), and the values of home economics being made known to more parents (3).

Size of School. Table 11 summarizes the analysis of variance and group mean attitude score according to size of school. No significant difference in attitudes was noted in the analysis of the eight size groups ranging from 99 to over 1,000. The size group of 750-1,000 had a slightly more favorable mean attitude score of 3.03.

Table 11. Summary of Analysis of Variance and Group Mean Attitude Score According to Size of School. N = 77*

Effect	SS	DF	MS
among	.0413	3	.0138
within	7.2390	73	.0992

F = .1389 P = .9328

Size	Number	Mean	SD
300-399	3	2.98	.2184
500-749	28	2.97	.3769
750-1,000 *	25	3.03*	.3108
over 1,000	21	3.00	.2224

* Two groups 0-99 and 100-199 had no respondents. Two other groups 200-299, and 400-499 had only 1 and 2 respondents respectively.

* Indicates the most favorable group.

The 750-1,000 size of school group was very favorable on statements (3.4 score) concerning the worth (12, and 22) of home economics. The statements dealt with home economics being an integral part of the total education program in tune with current times (12), and encouraging both boys and girls to enroll in home economics courses (22).

Related Information

In order to determine if counselors were keeping current the question was asked " Does your school district reimburse you for training sessions and courses?" If they answered "yes" they were to report

how many times during the last two years they had taken advantage of the reimbursement. Table 12 summarizes whether or not the school district reimburses the counselor for courses taken and the times used in the past two years. As is noted eighty-two percent (66) of the school districts do offer course reimbursement and many counselors take advantage of these opportunities in continuing education.

Table 12. Summary of Reimbursement for Courses Taken and Times Used in Past Two Years. N = 80

Reimbursement	Number	%	Times used
No	14	17.5	
Yes	66	82.5	0 (33)
			1 (5)
			2 (13)
			3 (5)
			4 (6)
			4+(4)

The number in the () indicates the number of respondents.

Summary of Findings

This research revealed male counselors as slightly more favorable than female counselors in their attitudes toward home economics education. Males were more favorable on statements concerning worth and on statements and the purpose of home economics education.

The study revealed no significant differences in age groups and their attitudes toward home economics education. However, the age group of 31-35 and over 46 had a slightly more favorable attitude. This group was favorable on statements that pertained to worth and purpose of home economics.

Years as a counselor disclosed no significant difference in attitudes. This study found the 16-20 year group the most favorable of all the groups analyzed. This group was more favorable on statements that related to worth and purpose of home economics.

No significant difference was noted in the educational level of the respondents and their attitudes toward home economics education. This study did find the lower level of BS+15,30 to be the more favorable group. This group was also favorable on statements that dealt with the worth and the purpose of home economics education.

This study did indicate a significant difference of attitudes in the degree specialty. The group with the most favorable attitudes toward home economics education was Physical Education. They were more

favorable on statements related to worth of home economics education.

This study showed no significant difference in attitudes of counselors having had prior work experience. However, counselors who had work experience were more favorable toward home economics. They, again, were more favorable on statements that dealt with worth of home economics education.

No significant difference was found in counselors' attitudes and the type of school in which they worked. Vocational-technical school counselors did have a more favorable attitude toward home economics. This group was more favorable on statements that related to the purpose and public relations of home economics education.

No significant difference of attitude was revealed by this study according to the size of the school. The study did indicate that larger schools (750-1,000) were more favorable on statements relating to the worth of home economics.

No other previous research studied had two types of counselors as in this survey. This study revealed no

significant difference in attitudes of regular school or career guidance counselors. The career counselors were more favorable on statements that dealt with worth and purpose of home economics education.

Chapter Five

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This study, designed to identify and compare the attitudes of Delaware secondary guidance counselors toward home economics education, was specifically developed to determine: (1) the guidance counselors' attitudes and any significant difference that existed between career and guidance counselors, and (2) the attitudes that existed between the sexes, age groups, years as counselor groups, degree specialties, work experience, type of school, and size of school.

The data was gathered in the fall of 1988. Eighty Delaware counselors, out of 166, responded to the survey. Counselors' schools included home economics education at the secondary level, grades 7-12. The test

for analysis of variance (ANOVA) was used to determine differences in attitudes of the counselors.

Lack of recent research on counselors' attitudes toward home economics education was identified as a part of the problem for this study. The related research focused on principals', administrators', teachers', and some counselors' attitudes toward vocational education in which home economics is a major program area. This study revealed a positive attitude of guidance counselors toward home economics education in areas of worth. The counselors agreed strongly that both boys and girls should be encouraged to enroll in home economics courses and that home economics should be part of the total educational program. No significant difference was revealed by variables studied with the one exception of degree specialty.

Conclusions

As a result of the analysis several conclusions were clearly drawn from this study. All counselors had favorable attitudes toward home economics education which did not vary with the background characteristics (i.e., sex, age, etc.) considered. Counselors felt that home economics education justifies itself as an

important elective for both boys and girls; however, home economics does not need to be taught at the elementary level. Counselors would like to see the merits of home economics education more publicized to parents because the image of home economics appears to reflect a program primarily for general or below average students.

Implications

From the results and conclusions of this study the following implications were formed.

1. Because counselors were found to be supportive of home economics education, it is suggested that home economics teachers try to encourage this support by communicating more with the counselors, explaining the home economics instructional program and its importance in today's changing society. Teachers might keep counselors abreast of new technologies and content in home economics education. Better communication may also lead to more flexible scheduling or a discussion on scheduling problems.
2. As noted, counselors seem to believe home

economics education should begin no earlier than the 7th grade level. However, because students must consider human sexuality and its implicatons, the changing family in life style and homemaking roles assumed at earlier ages, counselors must be aware of the need for some programs even at the elementary level. Courses could be suggested for children in the elementary schools with a curriculum that would assist the Latch Key child in handling his/her unique environment.

3. Since most schools offer reimbursement for graduate courses, and counselors and teachers are encouraged to continue and update their education, courses could be designed stressing the occupations encompassed by home economics. Too often the only home economics occupations seen are those of a teacher or a homemaker; the counselors could be made aware of the many diverse occupations related to home economics education.
4. Counselors view home economics education as being important for both boys and girls. This particular attitude might be reflected more

strongly in student course outlines and scheduling of electives. More boys could be encouraged to elect home economics courses because of the changing lifestyles of today's society.

5. Home economics educational statements related to its prestige were noted negatively by counselors. This may suggest that teachers and educators may need to present more information to students, parents, and counselors as to the variety of occupations and the value that home economics can offer.
6. Counselors felt strongly that more public relations activities were needed to make parents aware of the value of home economics education. Since most districts reimburse for courses taken, home economics teachers might obtain instruction in public relations and in working with counselors to promote their programs. Activities such as, "New-student Night" could offer opportunities to explain home economics courses. Visibility, seeing home economics teachers in other roles (i.e., as a sports coach), is a strong advertisement.

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APPENDIX A

QUESTIONNAIRE

Survey
of
Secondary Counselors' Attitudes
Toward
Home Economics Education

Part I. Personal and School Data

Directions: Please check ( ) only one response for each question.

1. Your Position

Secondary Guidance Counselor _____
Career Guidance and Placement Counselor _____

2. Sex

Female _____ Male _____

3. Age

21-25 _____ 36-40 _____

26-30 _____ 41-45 _____

31-35 _____ over46 _____

4. Years as Counselor

0-5 _____ 16-20 _____

6-10 _____ 21-25 _____

11-15 _____ 26-30 _____

5. Educational level

BS or BA _____ MS+15,30 _____

BS+15,30 _____ MS+45,60 _____

MS or MA _____ PHD, ED.D_____

6. Degree of Specialization

Science _____ Math _____
English _____ P.E _____
Ag. _____ I.A _____
H.Ec. _____ Other _____
History _____

7. Does your school district reimburse you for training sessions and courses?
   Yes_____ No _____

   (If yes, indicate how may times during the last 2 years you have taken advantage of this _____)

8. Have you had work experience in business and industry?
   Yes _____ No_____

9. Type of school
   Middle or Jr. High _____
   High school:
   Comprehensive _____
   Voc.-Tech _____

10. Size of School
    0-99 _____ 100-199 _____
    200-299 _____ 300-399 _____
    400-499 _____ 500-749 _____
    750-1000_____ over 1,000 _____

Part II. Questionnaire

Directions:

Each statement is to be answered by circling the letter which best represents your opinion of the statement. (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree)

Keep in mind that it is your opinion that is sought, there is no right or wrong response. Do not spend too much time on any particular statement.

It is very <u>important</u> that you respond to <u>every</u> item. <u>Please do not leave any item unmarked</u>.

	ITEMS	RESPONSES			
1.	My school should encourage above average students to enter a home economics educational program.	SA	A	D	SD
2.	Home economics education does not make enough students useful members of society to justify its cost.	SA	A	D	SD

3.	I would like to see the values of home economics education made known to more parents than is now the case.	SA	A	D	SD
4.	I do not think home economics education in my school is as necessary for students as are other worthwhile programs.	SA	A	D	SD
5.	Most students who take home economics education in my school lack too many other basic academic skills.	SA	A	D	SD
6.	Home economics education in my school is highly overrated.	SA	A	D	SD
7.	I would like to see home economics education encouraged more among high school students.	SA	A	D	SD
8.	Most public schools do not provide home economics educational programs early enough.	SA	A	D	SD
9.	I favor reducing home economics educational programs when available school funds are in short supply.	SA	A	D	SD
10.	Home economics programs provide instruction primarily for students unable to progress in college-prep programs in my school.	SA	A	D	SD
11.	Home economics programs should reinforce learning by affording opportunities for practical application of principles in the various disciplines.	SA	A	D	SD
12.	Home economics education should be an integral part of the total program of education and should be in tune with current times and conditions.	SA	A	D	SD
13.	Home economics teachers are involved and interested in the development of the total student.	SA	A	D	SD
14.	The home economics program should provide good preparation for more advanced technical training.	SA	A	D	SD

15.	For many of my school students, preparation for earning a living can be achieved by enrolling in a home economics educational program.	SA	A	D	SD
16.	Home economics educational courses have less prestige than most of the electives offered in our school.	SA	A	D	SD
17.	Academic counselors should steer the academically able student away from home economics programs.	SA	A	D	SD
18.	Home economics programs assist in development of leadership abilities needed to fulfill occupational, social, and civic responsibilities.	SA	A	D	SD
19.	Facilities, equipment, and conditions under which home economics instruction is given should duplicate, as nearly as possible, the state-of-the-art in the occupation itself.	SA	A	D	SD
20.	Students planning to pursue a baccalaureate degree in a selected field of home economics, i.e. retailing child care, fashion, food service; would be better prepared by enrolling in a home economics program.	SA	A	D	SD
21.	Students enrolled in home economics programs have lower social prestige (in the eyes of their peers, teachers, and administrative staff) than those students who are enrolled in college-prep courses.	SA	A	D	SD
22.	Both boys and girls should be encouraged to enroll in home economics programs.	SA	A	D	SD
23.	Home economics education should be an integral part of each student's total curriculum.	SA	A	D	SD

Adapted from instruments found in:

Barnett, Sara Margaret. 1984. "Secondary School Principal's Attitudes Toward Vocational Education Programs in Texas." Doctoral Dissertation East Texas State University.

Pryor, William Donald. 1983. "A Study of the Attitudes of High School Administrators, Guidance Counselors, Teachers in Nacogdoches County Toward Vocational Education." Doctoral Dissertation. East Texas State University.

APPENDIX B

PERMISSION LETTERS

July 12, 1988

Dr. William Donald Pryor
3001 Choctaw
Commerce, Texas 75428

Dear Dr. Pryor:

I am completing my degree for a Masters of Science in Vocational Studies and I have chosen to complete a thesis. My thesis topic is "Delaware Guidance Counselors' Attitudes Toward Home Economics Education."

For your information I am adapting your instrument to use for my survey as noted in "A Study of the Attitudes of High School Administrators, Guidance Counselors, Teachers in Nacogdoches County Toward Vocational Education." If you have any objections or suggestions please contact me, otherwise I will continue to develop my working instrument.

I will be glad to share my results with you. Thank you for your assistance.

Sincerely,

Nancy L. Smith
460 Gills Neck Rd.
Lewes, DE 19958
302-645-8575

July 12, 1988

Dr. Sara Barnett
100 Pioneer
Texarkana, Texas 75501

Dear Dr. Barnett:

I am completing my degree for a Masters of Science in Vocational Studies and I have chosen complete a thesis. My thesis topic is "Delaware Guidance Counselors' Attitudes Toward Home Economics Education."

For your information I am adapting your instrument to use for my survey as noted in "Secondary School Principals' Attitudes toward Vocational Education Programs in Texas." If you have any objections or suggestions please contact me, otherwise I will continue to develop my working instrument.

I will be glad to share my results with you. Thank you for your assistance.

Sincerely,

Nancy L. Smith
460 Gills Neck Rd.
Lewes, DE 19958
302-645-8575

APPENDIX C

COVER LETTERS

September 2, 1988

MEMO

TO: All Delaware Chief School Officers

FROM: Nancy L. Smith, Home Economics Teacher
and Graduate Student

RE: Survey to Guidance Counselors

This letter is to inform you of a questionnaire your guidance counselors will be receiving soon in the mail. I hope you will encourage them to complete it and respond as soon as possible.

I am working toward a Master's degree in vocational studies and this questionnaire is the data for my research. The topic of my study is "Delaware Secondary Guidance Counselors' Attitudes Toward Home Economics Education."

Mr. Hutton at the department of Public Instruction is aware of my research and is assisting me in obtaining necessary information.

Thank you for your assistance in this endeavor.

Sincerely,

Nancy L. Smith
graduate student
Vocational Studies

September 2, 1988

MEMO

TO: All Secondary School Principals

FROM: Nancy L. Smith, Home Economics Teacher
and Graduate Student

RE: Survey to Guidance Counselors

This letter is to inform you of a questionnaire your guidance counselors will be receiving soon in the mail. I hope you will encourage them to complete it and respond as soon as possible.

I am working toward a Master's degree in vocational studies and this questionnaire is the data for my research. The topic of my study is "Delaware Secondary Guidance Counselors' Attitudes Toward Home Economics Education."

Mr. Hutton at the department of Public Instruction is aware of my research and is assisting me in obtaining necessary information.

Thank you for your assistance in this endeavor.

Attached is the letter that will be sent to all guidance counselors.

Sincerely,

Nancy L. Smith
graduate student
Vocational Studies

September 17, 1988

MEMO

TO: Delaware Secondary Guidance Counselors

FROM: Nancy L. Smith, Home Economics Teacher and Graduate Student

RE: Survey to Guidance Counselors

The purpose of this letter is to obtain your assistance, participation, and support in a study of Delaware secondary guidance counselors' attitudes toward home economics education which is the title of the thesis I am completing for my Master's degree. There will be no identification of individual responses to the questionnaire. You have been selected because your school offers home economics educational programs.

Your assistance will hopefully generate some interesting data. It is anticipated that this data will be used to identify factors that can be useful for home economics education.

Please complete the questionnaire and return without this letter in the self-addressed envelope by October 17th or as soon as possible. The success of my research depends upon your participation.

Thank you for your time and assistance.

Sincerely,

Nancy L. Smith
graduate student
Vocational Studies